



Kentucky Department of Education

Arts and Humanities Program Review

[Draft—January 2010]



Curriculum and Instruction

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Demonstrator: A rigorous arts curriculum provides access to a common academic core for all students as defined by state and national standards in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Access is provided through intentionally scheduling time within the school schedule for instruction in all four arts disciplines (i.e., dance, drama, music, visual arts) for ALL students. • The arts curriculum includes activities for students from diverse populations (i.e., special needs, gifted/talented, ethnicity, gender, socio-economics, etc.) and maintains high academic expectations for all students. • The curriculum ensures that ALL students have opportunities to grow and demonstrate individual progress and achievement. • The arts curriculum includes all intelligences and abilities (i.e., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional). • Arts curriculum engages all students in higher order thinking creativity, and problem-solving skills evidenced by authentic student products and performances. • The state and national standards in the Arts are articulated and communicated to all students, teachers, and administrators. • The arts curriculum intentionally provides meaningful opportunities for integration as cross-curricular connections are made. 	<ul style="list-style-type: none"> • Individualized Education Plan (IEP)/504 Plans/Gifted Service Plan/Individual Learning Plan (ILP)/Limited English Proficient (LEP) • Site-Based Decision Making (SBDM) council curriculum policy, meeting agendas and minutes • Authentic student products and performances from a broad representation of students in all four arts disciplines (i.e., dance, drama, music, visual arts)

Demonstrator: There is a systematic process for monitoring, evaluating and reviewing the arts curriculum that reflects a commitment to continuous improvement.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The arts are included in the SBDM council's curriculum policy. • School leadership implements policies and procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal alignment; key transition points). • The school arts curriculum committee meets regularly and uses multiple indicators of student performance (e.g., local, state and national standards, student performance on classroom and state assessments, arts organization performance assessments from sanctioned events, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions in the arts curriculum. • School leadership monitors curriculum delivery in the arts. • School leadership makes every effort to avoid scheduling single-section courses in the arts against single-section courses in required subjects (e.g., The single band class scheduled against the single AP calculus class.). • Arts content teachers systematically deliver, refine, review and revise arts curriculum in accordance with national, state and local standards. • The curriculum ensures the alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination and articulation of the curriculum leads to a shared vision for student learning held by teachers at each grade level. 	<ul style="list-style-type: none"> • Arts faculty, school council/local school board policies meeting agendas and minutes • Documentation of participation in state-sanctioned arts events (e.g., KMEA, KAEA, KTA, KACDA, etc) and other regional, district and local arts events • School improvement plan • Data analysis summaries/reports

Demonstrator: The arts curriculum is aligned with local, state and national standards in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The arts curriculum is fully aligned with state and national standards and clearly defines what students should know and be able to do in all four arts discipline at a specific grade level, recognizing that each arts disciplines is a distinct, sequential subject with its own body of knowledge, skills and ways of thinking. • The content and sequence of the arts curriculum intentionally promotes the mastery of learning at the levels of analyzing, evaluating and creating. Thinking skills are demonstrated through regular opportunities to create and perform in all four arts disciplines. • The arts curriculum is intentionally and developmentally appropriate by including opportunities and experiences that explore diverse styles, periods and cultures with multi-cultural and global perspectives. • The arts curriculum includes the study of representative and exemplary works of dance, music, theatre and visual arts as belonging to particular artists, cultural traditions and historical periods. • The arts curriculum intentionally addresses interrelationships both among the arts and also between the arts and other content areas. • The arts curriculum includes ongoing activities in each of the four distinct arts disciplines with a balance of creating, performing and responding. • The arts curriculum is enhanced and strengthened through collaboration with guest artists to provide workshops and performances and through a collegial relationship with artists and artistic resources within the community. 	<ul style="list-style-type: none"> • Skills and standards documents • Professional resource materials • Digital, video, audio and/or photographic documentation of opportunities provided for all students to create, perform, and respond in all four arts disciplines, and of formal and informal performances, critiques, analysis, etc.

Demonstrator: Instructional strategies and learning experiences are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none">Teachers plan and modify arts instruction on an ongoing basis to meet the needs of a diverse student population.Instructional strategies and learning experiences in the arts are differentiated to address the various learning needs and learning styles of students.Instructional strategies intentionally address multiple intelligences and brain compatible learning strategies based on research (e.g., active learning, hands-on learning, collaboration and cooperative learning, reflection, etc).Instruction in the arts draws upon the contributions of professional artists and community resources to complement, not substitute for, qualified, certified educators in each discipline to teach a balanced, comprehensive and sequential program.	<ul style="list-style-type: none">Arts specific checklist for walkthrough observationsRecords of extended services provided to individual students as the result of special needs or giftedness

Demonstrator: There is evidence that effective and varied instructional strategies are used in all arts classrooms.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • All teachers design arts instruction around adopted SBDM policies. • Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., cooperative learning, learning centers, hands-on activities, etc.) that current research indicates a high likelihood of effectiveness for teaching in the arts. Classroom arts instruction routinely accommodates various learning styles, multiple intelligences, brain research, and individual student needs. • Classroom instruction systematically incorporates the three arts processes of creating, performing in and responding to the arts in an intentional and frequent manner in all four art forms. • Classroom arts activities routinely require all students to use analytical, evaluative, and creative thinking or problem solving skills in performance or products. • Connections within the four art forms and with other academic disciplines are systematically and intentionally planned, implemented and observed in instruction when it enhances instruction. • Instruction is sequential in each of the arts disciplines and is provided to enable students to make connections within the arts as well as with other subjects. • Direct arts instruction is provided to students with models of exemplary performance to promote their understanding of the 	<ul style="list-style-type: none"> • Digital, audio, photographic and video evidence of student performances and exhibits, etc. • Professional resource materials available to all faculty • Evidence of field trips, artist residencies, etc.

<p>art forms and to support their production/performance skills.</p> <ul style="list-style-type: none">• Arts instruction includes questioning techniques to teach students to think effectively and objectively about the arts; questioning techniques use precise language of the discipline and are formulated to facilitate students' ability to discover, analyze, classify, personalize, hypothesize, reorder, synthesize and evaluate.• Students reflect on and self-assess their performance and artworks. Students also assess the performances and artworks of others.• Instruction in the arts includes learning experiences for students to create and observe the arts as an audience.• Instruction in the arts is experiential, challenging, thought-provoking and related to authentic arts experiences.• Instruction in the arts provides individual, small group and large group instructional and collaborative opportunities, based on the unique needs of each learning situation.• Arts instruction includes opportunities for students to attend exemplary exhibits and live performances.	
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Demonstrator: Teachers examine and discuss student work and use this information to inform their practice.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none">Arts teachers meet collegially with other teachers to review and analyze student work in the arts as well as other academic disciplines.Arts teachers regularly analyze the work of their own students and use analysis results to inform instructional practices.Arts instruction provides feedback on students' own performances and/or their performance in a group.	<ul style="list-style-type: none">Digital, audio, video and photographic records of student work and arts products with analysis summariesCollegial meeting schedules and minutesPerformance rubrics and evaluation tools for creating and performing in the arts

Formative and Summative Assessment

“Formative Assessment” means a process used by teachers and students during instruction to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

“Summative assessment” means an assessment given at the end of the school year, semester, or other period of time to evaluate students’

Demonstrator: Student arts assessment is based on clearly-defined standards that identify the skills and knowledge expected of students in each art form and for each arts course.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Course assessments are clearly aligned with applicable visual art, music, theater and dance course objectives, state standards, voluntary national standards, national norms and/or advanced placement standards. • Summative assessments provide valid and reliable measures of the degree to which individuals and performing groups attain established standards. • Student assessments are designed to be age and developmentally appropriate. 	<ul style="list-style-type: none"> • Nationally-normed, professionally prepared, state or teacher-prepared end-of-course exams, portfolio reviews, solo or group performances, critiques, etc. • Formally adjudicated performance events and art exhibits, evaluation sheets, audio, video • Student created products and performances with rubrics or assessments • Art exhibits or performance events on the school, community, state and/or national level with documented, standards-based feedback.

Demonstrator: Creating, performing and responding to attainment levels are clearly communicated to the student, evidenced in classrooms, and observable in student work.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Teachers consistently use attainment level descriptors to develop clearly defined rubrics that are shared with students prior to creating, performing and responding assignments/assessments. Students learn to develop and utilize rubrics to analyze their own work, the work of their peers, and the work of practicing and master artists. Benchmark models of actual professional, teacher, or student arts performances/products, and teacher-made examples, are used to clarify the task and to show distinctions in the levels of performance. Models are designed to encourage students to demonstrate characteristics of rigorous work in the appropriate art form. 	<ul style="list-style-type: none"> Assessment tasks with rubrics and student products Written (paper/pencil assessments) State arts education associations' performance events rubrics Student self-assessment rubrics

Demonstrator: Multiple types of arts assessments (pre-assessment, formative assessment, and summative assessment) are designed and implemented frequently to provide meaningful feedback on student learning and to inform instructional decisions.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Multiple classroom assessments for visual and performing arts (creating, performing, responding) are analyzed by arts staff to determine instructional modifications that will ensure student learning at the proficient and distinguished levels. Ongoing assessment procedures are in place to identify and monitor student growth of gifted and talented students in the visual arts, music, theatre, and dance. Differentiated strategies are utilized to assess students with special learning needs or physical disabilities. Students regularly receive meaningful feedback from a variety of sources (e.g., staff members, arts adjudicators, family, peers, etc.) on their performances/products and use the feedback to continuously strengthen their future performance/products. Students demonstrate their abilities to critique and evaluate the artistic products and performances of others and themselves. 	<ul style="list-style-type: none"> Samples of assessment tasks with rubrics and student products Written, video or audio student reflections on their work or artistic process Adjudicated performance or product evaluation forms for specific performance/product Student performance level characteristics

Demonstrator: Teachers utilize a variety of assessment methods and implement the most valid methods for measuring specific standards (authentic assessments); and most appropriate methods for addressing student learning diversity.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Varied, authentic assessment tasks regularly provide opportunities for students to demonstrate knowledge of concepts, skills and understandings in the arts through the three processes of creating, performing and responding to the arts in a formal manner. A variety of assessment strategies are implemented with consideration for student differences (e.g., special learning needs, gifted and talented, multiple intelligences and students' learning styles). 	<ul style="list-style-type: none"> Examples of written (paper/pencil) responses to artistic stimuli (e.g. music listening, image of artwork, excerpts of drama or dance performances) Art exhibits or performance events with documented, standards-based feedback

Demonstrator: Arts assessment data is maintained by the district, school, and teacher; and is utilized to improve instruction, inform program decisions, and communicate to families regarding student progress.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Arts teachers utilize consistent and frequent formative and summative assessments to ensure continuous student progress in line with SBDM and school administrative policies. Arts teachers engage in regular and meaningful two-way communication with families about student progress in all arts programs. The school council, school staff and other stakeholders conduct ongoing analysis of the results of multiple arts assessments; disaggregating the data to determine achievement or curricular gaps in curriculum in order to improve the fine arts program. 	<ul style="list-style-type: none"> Copy of school fine arts assessment policy Samples of communication to parents regarding arts progress

Demonstrator: The assessment process is open to review by all stakeholders.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> The teacher's assessment plan is clearly communicated to students, parents and instructional leaders. Student achievement in the arts is incorporated in the school report card. Notices of student achievement in the fine arts are publicized in the community. Schools and school districts publicly recognize student achievement in artistic products and performances which demonstrate student achievement of established standards. 	<ul style="list-style-type: none"> Copy of course syllabi, web sites School report card Periodicals, newspapers, newsletters, web sites Minutes from board meetings, links to board meetings, recognition ceremonies, web sites

Professional Development and Support Services

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Demonstrator: There is support for on-going professional development that is relevant to the level of all staff members' understanding in the arts in relation to creating, performing and responding.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Professional development in the arts should provide strategies on how to encourage, guide, mentor and support the learning process of both teacher and student through creative and innovative classrooms, which also engage students in problem solving and discovery. School leadership has created a culture in which professional growth in the arts is an individual and collective expectation in which staff members hold each other to high expectations of self-improvement and growth. Professional development in the arts emphasizes a process for continuous growth through job-embedded opportunities (implementing instructional strategies learned in professional development in the classroom). In elementary school, professional development programs provide for teachers to become familiar with art forms, arts learning standards, and effective instructional strategies. These strategies include arts specialists to promote cross-disciplinary learning, and provide opportunities for follow-up support through peer coaching and collegial planning. In middle school, professional development programs are provided for arts teachers to study arts standards, and to learn from each other and visiting artists. The goals is to become aware of which skills, concepts, or themes correlate among visual and performing arts, and to develop effective curriculum and instructional strategies that will convey these connections 	<ul style="list-style-type: none"> Description of professional development provided by the school and district attended by arts content teachers and other classroom teachers (grade level appropriate) Needs assessment data Individual/professional growth plans SBDM policies regarding professional development are inclusive of arts education

<p>to students.</p> <ul style="list-style-type: none"> • In high school, professional development program are provided for arts teachers on effective instructional strategies for creating, performing and teaching students the elements of analysis and critical review of their own and other's works of art from instructional, historical and cultural perspectives. 	
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Demonstrator: School has an intentional plan for building instructional growth in the arts through on-going professional development.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • School leadership collaborates with staff to develop and implement a multi-year plan which includes job-embedded professional development in the arts and builds on previous development and training experiences, to achieve and maintain a high level of competence with the entire instructional staff. • School leadership collaborates with staff to maintain continuity and differentiate professional development in the arts for new staff that has not had the same professional development that others in the school have received. • School leadership, through professional development, collaborates with staff to identify creating and performance benchmarks (knowledge and performance skills) for program effectiveness. 	<ul style="list-style-type: none"> • Description of professional development provided by school/district attended by arts content teachers and other classroom teachers • Implementation/impact checks • SBDM has meeting time that is designated to review the program review results and make plans for improvements

Demonstrator: Staff professional development in the arts directly connects arts goals in the Comprehensive School Improvement Plan (as needed based on needs in the review) for student performance, and individual professional growth of staff which sets priorities for the school and district professional development activities in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • There is full connection between professional development activities in the arts identified in the Comprehensive School Improvement Plan, Individual Professional Growth Plans, the school's learning goals for students, and school and district staff development priorities. • Administrators and teachers consistently monitor and evaluate research-based professional development learning activities in the arts and can articulate the effect on students' achievement and teacher practice systematically throughout the school. • Schools collaborate vertically and horizontally to form a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching in the arts to ensure teacher efficacy and enhanced professional practice that is observable in the classroom. • Sufficient time is allocated for professional development in the arts to all teachers to ensure continuous improvement efforts in the arts. 	<ul style="list-style-type: none"> • Description of professional development provided by school/district attended by arts content teachers and other classroom teachers • Implementation/impact checks • School council has meeting time that is designated to review the program review results and make plans for improvements • Supportive assessment data based on creating and performance arts goals in the Visual and Performing arts

Demonstrator: On-going professional development in analysis of student work enables teachers to determine and improve the quality of student achievement in creating, performing and responding in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Staff participates in professional development activities on developing research-based creating-and-performing rubrics, to include content, process and product. • School leadership and staff purposely consult multiple research-based arts sources and professional arts organizations about professional development opportunities in the analysis of student work and performances in the arts. 	<ul style="list-style-type: none"> • Written reflection on how PD activities have increased student performance • Committee and professional learning community agendas and minutes

Demonstrator: Professional development in dance, drama, music and visual arts supports improved instructional practices, innovative ways of teaching, use of arts-specific technology, and effectiveness in the application of skills, processes and content in the visual and performing arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Professional development is provided for implementation of current technology and multimedia in creating, performing and responding in the arts. • Professional development in designing formative and summative assessments in creating, performing and responding in the arts. 	<ul style="list-style-type: none"> • School technology plan includes current arts specific software and other supportive technology with input of the arts specialists

Demonstrator: Professional development in understanding the arts to highlight ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> Professional development in the arts balances direct instruction with product/project-oriented teaching methods. Professional development in understanding processes of the arts illustrates how a deeper understanding of subject matter can enhance problem-solving, critical thinking, and other 21st century skills. Professional development in the arts cultivates teachers' ability to identify students' particular learning styles, multiple intelligences, strengths and weaknesses. 	<ul style="list-style-type: none"> Description of professional development provided by school/district attended by arts content teachers and other classroom teachers (grade level appropriate) SBDM policies SBDM minutes reflecting review of program review results Supportive assessment data based on creating and performing arts goals in the Visual and Performing arts

Administrative/Leadership Support and Monitoring

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Demonstrator: Leadership has developed and sustained a shared vision of a quality arts education.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The vision of the school includes the arts and is developed in cooperation with the vision of the district and other schools of the district. • School leadership involves representatives of the school community's stakeholder role groups (including but not limited to school, community, and state) in a collaborative process to develop the school's vision. • The vision supports attainment of national, state and local standards in the arts (included the Kentucky Department of Education's Program of Studies) by all students. • School leadership communicates its vision in the arts to all stakeholders; uses the vision systematically to guide decision-making about arts instructional programs; and intentionally modifies as needed to ensure continuous improvement. • The leadership monitors instructional effectiveness in the arts through a comprehensive assessment system and continuous reflection. 	<ul style="list-style-type: none"> • Displays of vision, mission, and belief statements that include the arts • Achievement in the arts program is reported in the school report card • Comprehensive School Improvement Plan includes the arts • Student course selection materials, career pathways, and ILPs include the arts

Demonstrator: The instructional and non-instructional staff are allocated and organized based on the instructional needs of all students in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Instruction in each arts discipline is regularly scheduled for all students. • Arts instruction is delivered by educators who are fully certified and highly qualified arts specialists. All arts teachers have extensive knowledge and training that fully qualifies them to teach every course they are assigned. • The SBDM revises its policy on staffing/class offerings as necessary based upon emerging student instructional needs in the arts, analysis of student performance in the arts, the program review information in the arts (e.g., inclusion of more advanced arts courses, or intro courses as needed, integrated or hybrid courses, changes in demographics, changes in student interests, career pathway programs, etc.). • School leaders support and facilitate collaboration on arts programs that occur during instructional time to ensure that the programs support instruction in multiple content areas as appropriate. 	<ul style="list-style-type: none"> • SBDM staffing policy • Local Educator Assignment Data (LEAD) data forms of arts teachers • Arts teacher certification documentation • Committee meeting agenda/minutes • Student performance data in the arts

Demonstrator: School leadership and staff make efficient use of instructional time to maximize student learning in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • SBDM adopts policy and the leadership implements procedures that provide and protect adequate time for students to be actively involved in creating, performing and responding to the arts. • The SBDM adopts policies that assure service offerings for students identified as gifted and talented in music, dance, drama and/or visual arts. • School leadership supports and provides additional learning opportunities in the arts (e.g., field trips, artist residences, in-school performance, etc.) both within and beyond the school day including adjusting the school/student schedule as needed. • All arts teachers have adequate daily planning and travel time when needed, and time is provided for cross-curricular planning. • All arts teachers as assigned class loads that are equitable to the class loads of other teachers in the building. • Large performing groups utilize team teaching and/or paraprofessionals for equitable teacher: student ratio. 	<ul style="list-style-type: none"> • Master schedule with class load breakdown • Schedule of special events • Arts-focused field trip records • Curriculum maps from other academic areas showing integration and/or connection to the arts

Demonstrator: The school maintains a focus on maximizing use of all available resources to support high student and staff performance in the arts.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • The visual and performing arts are taught in rooms that are appropriately designed and equipped for the unique requirements of each artistic discipline. • The arts programs are provided, with district support, ample high quality materials, equipment and technology to teach dance, drama, music and visual arts. • Arts teachers are a part of the planning of the annual school budget at the building and district level. • Annual school budget, with district support, includes adequate and equitable funding for the purchase of high quality instructional materials and equipment for the visual and performing arts program, including cost for annual maintenance and repair of equipment as needed. • The school consistently takes advantage of external resources that benefit arts instruction. • School provides a variety of arts books and other print materials, audio and video materials, and technology resources in the school media center. • Leadership provides a variety of opportunities for all students at all grade levels to present exemplary exhibitions and live performances for peers, parents and community. • Leadership promotes parental involvement as a valuable resource in supporting the arts. This includes, but is not limited to, the resources of leadership, time, skills and/or materials. 	<ul style="list-style-type: none"> • Map of school • School budgets (5 year history) • Schedules of events • Resource and equipment inventory

Demonstrator: School leadership supports the arts as part of the core curriculum at every level.	
Fully Functioning Characteristics	Examples of Evidence
<ul style="list-style-type: none"> • Leadership and staff promote planning, vertically and horizontally across content areas and grade configurations, that is focused on effective instruction and use of time. • Arts staff members have common team planning time to collaborate by content areas and grade level to focus on the goals of making the most effective use of instructional time and arts integration across the curriculum. • Leadership actively seeks opportunities to effectively integrate the arts into the academic core (language arts, science, math, and social studies) to enhance student learning. This is in addition to arts classes. 	<ul style="list-style-type: none"> • Master schedule • Comprehensive school improvement plan • Team/content area meeting agenda/minutes